

**Memorandum of Understanding (MOU)**  
**Teacher/Paraeducator Registered Apprenticeship (TPRA) Program**  
**University of Northern Iowa**  
**and**  
**Cedar Falls Community School District**

AGREEMENT made July 11, 2022, between the University of Northern Iowa (UNI) and the Cedar Falls Community School District (CFCSD).

NOW, THEREFORE, THE PARTIES DO HEREBY MUTUALLY AGREE AS FOLLOWS:

**SECTION I. PURPOSE**

- A. UNI and CFCSD enter into this Agreement for reimbursement of UNI tuition costs for CFCSD's teacher or paraeducator apprentices selected for the Teacher and Paraeducator Registered Apprenticeship Program (TPRA).
- B. Details of this Teacher and Paraeducator Registered Apprenticeship Program are incorporated by reference in the TPRA grant and the agreed upon educational work process/outline as provided in Appendix A.

**SECTION II. TERM OF AGREEMENT**

- A. The Teacher and Paraeducator Registered Apprenticeship grant is funded for two school years, beginning August 1, 2022 and ending June 30, 2024.
- B. This agreement can be terminated with 30 days written notice by either party for any reason.
- C. This agreement may be renewed only by a mutual agreement in writing by the parties. Any written renewal would be contingent on future grant funding. This should not be construed as an automatic continuing agreement.

**SECTION III. TUITION, FEES, AND BILLING**

- A. Tuition and fee reimbursement for courses provided under the agreement shall comply with the applicable provisions of the Iowa Code and TPRA grant specifications as stated in the MOU contract agreement with Iowa Workforce Development (\$21,000 per apprentice within the Paraeducator (Teacher Aide 1) pathway, not to exceed \$7,000 annually; and \$34,000 per apprentice within the Teacher pathway, not to exceed \$17,000 annually).
- B. CFCSD agrees to pay to UNI their current credit hour tuition rates and fees, for apprentices that have been identified and selected through CFCSD's selection process. Tuition rates and fees are determined by the Iowa Board of Regents and are subject to change on an annual basis.
- C. As appropriate, UNI shall invoice CFCSD for the tuition rate per credit hour and fees per course per apprentice for courses in which CFCSD's apprentices are enrolled for each term. CFCSD shall pay UNI the invoiced amount.

**SECTION IV. NO PARTNERSHIP**

- A. It is expressly understood and agreed by the parties that nothing contained in this Agreement shall be construed to create a partnership, association, or other affiliation or like relationship between the parties, it being specifically agreed that their relation is and shall remain that of independent parties to a cooperative contractual relationship. In no event shall a party be liable for the debts or obligations of another party.

## **SECTION V. INDEMNITY**

- A. To the extent permitted by Iowa law, UNI and the School District will each indemnify and hold the other harmless from any and all claims, causes of action, attorney fees, cost or other expenditures occasioned by the undertakings assumed by each, respectively, in this instrument.
- B. In the event that it shall become necessary for either party to institute legal proceedings against the other party for recovery of any amounts due and owing under the Agreement, it is expressly agreed that the prevailing party in any such action shall be entitled to recover from the non-prevailing party all costs related to such collection, including reasonable attorney fees and all expert witness fees incurred during pre-suit collection attempts, suit, and post-judgment, appeal, or settlement collection. The obligations in this paragraph shall survive expiration or termination of this Agreement.

## **SECTION VI. JURISDICTION**

- A. The parties' consent to the jurisdiction of the appropriate federal or state court for Black Hawk County, Iowa for all matters relating to this Agreement and agree that this Agreement shall be governed by the laws of the State of Iowa, without regard to Iowa's choice-of-law rules, and applicable federal law.

## **SECTION VI. NON-DISCRIMINATION**

- A. Neither party shall discriminate against any employee, applicant, or patient because of race, color, creed, religion, sex, sexual orientation, gender identity, national origin, disability, age, special disabled veteran status, genetic information, or any other characteristic protected by law.

## **SECTION VII. SEVERABILITY**

- A. If any provision in this agreement shall be invalid, illegal or unenforceable, the validity, legality and enforceability of the remaining provisions shall not in any way be affected or impaired thereby and such provision shall be ineffective only to the extent of such invalidity, illegality or unenforceability.

ADOPTED BY THE PARTIES AS WITNESSED AND DATED BELOW, SUBJECT TO THE APPROVAL BY THEIR RESPECTIVE BOARD(S) OF EDUCATION, AS APPROPRIATE.

\_\_\_\_\_  
[Enter Signatory Here]  
University of Northern Iowa

\_\_\_\_\_  
Date

\_\_\_\_\_  
[Enter Signatory Here]  
Cedar Falls Community School District

\_\_\_\_\_  
Date

## APPENDIX A – Outline and Expectations

### Related Training Instruction for Cedar Falls Community School District

Occupation: K-12 Teacher  
Related Training Instruction Provided by  
University of Northern Iowa  
151 Schindler Education Center  
Cedar Falls, Iowa 50613  
Benjamin Forsyth, Director of Educator Preparation  
(319) 575-0119  
[benjamin.forsyth@uni.edu](mailto:benjamin.forsyth@uni.edu)

Type of Instruction Provider:	Institution of Higher Education (Regional Comprehensive University)
Instruction Method:	Coursework within these programs typically include collaborative learning, discourse and reflection, direct instruction, expository instruction, peer-led instruction, on site experiences and problem-based learning. UNI's Elementary Education faculty also run professional development school (PDS) at several school sites, so they are familiar with running instruction at public school sites
Course Instructors:	Course instructors will be chosen from faculty within the University of Northern Iowa Teacher Education Program; particularly from faculty who prepare students seeking licensure in Elementary Education, and K-8 Instructional Strategist I. These faculty can be found at the following webpage: <a href="https://coe.uni.edu/faculty-staff/faculty-staff-directory">https://coe.uni.edu/faculty-staff/faculty-staff-directory</a>
Course Description:	Course descriptions can be found at the following links which are within the University of Northern Iowa Course Catalog: <a href="#">Elementary Education</a> <a href="#">K-8 Instructional Strategist</a>
Location:	University of Northern Iowa faculty will provide instruction for this program remotely, so there is as little upheaval to apprentices' work day as possible.
Textbook or other training material:	Textbooks and smaller readings are common in many of our courses. Another training material that will be important is the use of GoReact video software that is likely to be used when evaluating apprentices' on the job training that occurs in their public-school classrooms. GoReact is used by most of our teacher education students, especially since 2020
Schedule:	Courses have been bundled together into ten terms—eight 8-week terms during fall and spring semesters and two 6-week summer terms. Each term will meet once a week Wednesday for 3 hours and monthly 6-hour Saturdays.
Contact Hours:	342

Does the instructor have class in adult style teaching?	Many of our faculty have taken coursework in andragogy, and UNI has a Center for Excellence in Teaching and Learning (CETL) on campus that we can utilize to provide more in-depth professional development about andragogy to our faculty should it be needed. Additionally, faculty are supported by instructional developers to ensure a consistent experience for adult students.
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### ***Term One***

<b>Length</b>	<b>8 weeks (5 classes blended)</b>
Hours/Schedule	<b>36 Contact Hours: 3-hour class 1 x weekly and 2 – 6-hour Saturdays</b>
Classes	<b>LRNTECH 1031, SPED 4150, SPED 3150, TEACH 4170, SOCFOUND 3119</b>
<b>LRNTECH 1031:</b> Educational Technology and Design - This is a foundational course that prepares early childhood, elementary, and middle level pre-service educators to facilitate student learning in technology-rich Pre-K-12 environments.	
<b>SPED 4150:</b> Introduction to Special Education: Legal, Advocacy, and Assistive Technology Practices and Issues - Introductory exploration of foundational issues and practices in special and inclusive education.	
<b>SPED 3150:</b> Meeting the Needs of Diverse Learners in Classrooms - Introduction to pedagogical, curricular, and social considerations involved in educating diverse learners in the general education classroom.	
<b>TEACH 4170:</b> Human Relations Awareness and Application - Development of awareness of various societal subgroups, recognizing and dealing with dehumanizing biases, and learning to relate effectively to various groups in order to foster respect for human diversity.	
<b>SOCFOUND 3119:</b> Schools and American Society - This course analyzes the history, sociology, political economy, and philosophical foundations of K-12 education.	

### ***Term Two***

<b>Length</b>	<b>8 weeks (5 classes blended)</b>
Hours/Schedule	<b>36 Contact Hours: 3-hour class 1 x weekly and 2 – 6-hour Saturdays</b>
Classes	<b>LITED 3115, EDPSYCH 2030, ELEMECML 4123, LITED 1044, TEACHING 3128</b>
<b>LITED 3115:</b> Methods of Teaching Early Literacy - Reading and writing instruction in grades PK-3, with an emphasis on integrating reading, writing, speaking, and listening, as well as integration across content areas.	
<b>EDPSYCH 2030:</b> Dynamics of Human Development - Students in this course will examine the social contexts of human development (0-18 years of age) and the theoretical and historical perspectives that inform our understanding of development.	
<b>ELEMECML 4123:</b> Methods of Teaching Visual and Performing Arts - Introduction, exploration and application of various methods for teaching and assessing visual and performing arts integration with content across the elementary curriculum.	
<b>LITED 1044:</b> Children's Literature - Evaluation, selection, and teaching of literature in the elementary school language arts program.	
<b>TEACHING 3128:</b> Lesson Planning and Instruction - field experience in which students are actively involved in preparing and teaching lessons in PK-12 school settings under the close supervision of your	

instructor and mentor teacher. In preparing, teaching, and reflecting on their lessons and other experiences, teacher candidates are expected to apply and document their understanding of teaching and learning processes, motivation, assessment, and classroom management.

### ***Term Three***

<b>Length</b>	<b>8 weeks (3 classes blended)</b>
<b>Hours/Schedule</b>	<b>36 Contact Hours: 3-hour class 1 x weekly and 2 – 6-hour Saturdays</b>
<b>Classes</b>	<b>ELEMECML 4150, EDPSYCH 3148, MATH 1204</b>
<b>ELEMCLM 4150:</b> Elementary Curriculum - Recent trends in the curriculum for children in grades K-6.	
<b>EDPSYCH 3148:</b> Learning and Motivation in Classroom Contexts - Examination of the influence of cognitive, motivational, and socio-cultural factors on students' learning in classroom contexts, with an emphasis on implications for classroom instruction and improved student achievement.	
<b>MATH 1204:</b> Mathematical Reasoning - Mathematics as problem solving, communication, connections, and reasoning. Includes whole numbers, rational number concepts, operations, and connections to algebraic thinking.	

### ***Term Four***

<b>Length</b>	<b>8 weeks (5 classes blended)</b>
<b>Hours/Schedule</b>	<b>36 Contact Hours: 3-hour class 1 x weekly and 2 – 6-hour Saturdays</b>
<b>Classes</b>	<b>ELEMECML 3120, SPED 4161, SPED 4171, MEASRES 3150, SPED 4163</b>
<b>ELEMECML 3120:</b> Classroom Management K-8 - Focus on skills needed to organize and manage appropriate instruction in the elementary classroom.	
<b>SPED 4161:</b> Constructions of Behavior and Humanistic Supports - Individual behavior management, behavioral change strategies, and classroom management for students with special needs.	
<b>SPED 4171:</b> Creating and Sustaining Positive Inclusive Learning Environments (K-12) - Development of professional behaviors characterized by positive personal interactions with others and effective skills for interdisciplinary collaboration. Strategies for collaborating with parents, administrators, teachers, and paraprofessional colleagues, as well as community and support services personnel to create and sustain positive inclusive learning environments.	
<b>MEASRES 3150:</b> Classroom Assessment - This course is an introduction to the purposes and development of classroom assessment with a focus on diagnostic, formative, and summative assessment.	
<b>SPED 4163:</b> Assessment, Instruction and Management in Special Education - Supervised foundational field experience practicum addressing specialized assessment, instruction and management in special education.	

### ***Term Five and Six***

<b>Length</b>	<b>Two 6-week sessions (4 classes blended)</b>
<b>Hours/Schedule</b>	<b>54 Contact Hours: 12 – 3-hour weekly sessions and 3 – 6-hour Saturdays</b>
<b>Classes</b>	<b>SCIED XXXX, ELEMECML 3161, MATH 2204, MATH 3204</b>
<b>SCIED XXXX (A combination of SCIED 1100, 1200 and 1300):</b> Inquiry into Physical, Life, Earth and Space Science - An inquiry-oriented introduction to fundamental concepts and processes in life science that includes ecology, evolution, cell biology, and human body systems; meteorology, astronomy, and	

geology; and physics and chemistry that includes energy, force and motion, waves, sound, light, and nature of matter.
<b>ELEMECML 3161:</b> Teaching Elementary School Science - Investigation of current textbook series, trends, teaching materials, and appropriate instructional strategies for contemporary elementary school science programs.
<b>MATH 2204:</b> Mathematical Reasoning for Elementary Teachers II - Mathematics as problem solving, communication, connections, and reasoning.
<b>MATH 3204:</b> Mathematical Reasoning for Elementary Teachers II - Mathematics as problem solving, communication, connections, and reasoning.

### ***Term Seven***

<b>Length</b>	<b>8 weeks (3 classes blended)</b>
Hours/Schedule	<b>36 Contact Hours: 3-hour class 1 x weekly and 2 – 6-hour Saturdays</b>
Classes	<b>LITED 3116, SPED 4162, SPED 4172</b>
<b>LITED 3116:</b> Methods of Teaching Content Literacy in the Intermediate Grades - Reading and writing instruction in grades 3-6, with an emphasis on integrating reading, writing, speaking, and listening, as well as integration across content areas.	
<b>SPED 4162:</b> Specialized Assessment and Instruction for Students with Disabilities - Collection and use of educational data to assess and teach students with diverse learning needs, educational planning and progress monitoring, instructional models, curricular access, mapping, and development.	
<b>SPED 4172 (Also taught in Term 8):</b> Differentiated and Intensive Methods in Literacy: Elementary Mild/Mod Disabilities (K-8) - Differentiated and intensive instructional methods, materials, and assessment for students with mild/moderate disabilities in grades K-8; emphasis in literacy and mathematics instruction and accommodations to address individualized needs; includes collaborative approaches and co-teaching and accessible/assistive technology.	
<b>SPED 4192 (Also taught in Term 8):</b> Experience in Special Education - Supervised assessment and teaching experience in special and inclusive education.	

### ***Term Eight***

<b>Length</b>	<b>8 weeks (4 classes blended)</b>
Hours/Schedule	<b>36 Contact Hours: 3-hour class 1 x weekly and 2 – 6-hour Saturdays</b>
Classes	<b>MATH 3203, ELEMECML 3164, SPED 4172, SPED 4192</b>
<b>MATH 3203:</b> Teaching Mathematics in the Elementary School: Effective instructional models and strategies for teaching elementary school mathematics; involves selecting and designing mathematical tasks, creating an environment, and orchestrating discourse.	
<b>ELEMECML 3164:</b> Teaching Elementary School Social Studies: Basic methods and materials for teaching the knowledge, skills, attitudes and values in history, geography, political science/civic literacy, economics and behavioral sciences.	
<b>SPED 4172 (Also taught in Term 7):</b> Differentiated and Intensive Methods in Mathematics: Elementary Mild/Mod Disabilities (K-8) - Differentiated and intensive instructional methods, materials, and assessment for students with mild/moderate disabilities in grades K-8; emphasis in literacy and mathematics instruction and accommodations to address individualized needs; includes collaborative approaches and co-teaching and accessible/assistive technology.	
<b>SPED 4192 (Also taught in Term 7):</b> Experience in Special Education - Supervised assessment and teaching experience in special and inclusive education.	

### ***Term Nine***

<b>Length</b>	<b>8 weeks (Student Teaching and 1 Class)</b>
<b>Hours/Schedule</b>	<b>36 Contact Hours: 3-hour class 1 x weekly and 2 – 6-hour Saturdays</b>
<b>Classes</b>	<b>TEACH 3134, SPED 4151</b>
<b>TEACH 3134:</b> Elementary Teaching: Provides the student the opportunity to experience, in depth, the full role and meaning of teaching in a school setting. Experiences include planning and organizing for instruction, developing classroom teaching competencies and skills, evaluating pupil progress, participating in extra-class activities, working with special school personnel, and utilizing school and community resources in the instructional program.	
<b>SPED 4151:</b> Educational and Post-School Transition Programming for Individuals with Disabilities: This course will promote understandings of current initiatives and research related to planning and supporting educational (K-12) and post-school transitions for individuals with disabilities.	

### ***Term Ten***

<b>Length</b>	<b>8 weeks (Student Teaching and 1 Class)</b>
<b>Hours/Schedule</b>	<b>36 Contact Hours: 3-hour class 1 x weekly and 2 – 6-hour Saturdays</b>
<b>Classes</b>	<b>TEACH 3135, KAHHS 2045</b>
<b>TEACH 3135:</b> Special Education Teaching - Provides the student the opportunity to experience, in depth, the full role and meaning of teaching in a school setting. Experiences include planning and organizing for instruction, developing classroom teaching competencies and skills, evaluating pupil progress, participating in extra-class activities, working with special school personnel, and utilizing school and community resources in the instructional program.	
<b>KAHHS 2045:</b> Health and Physical Education for Elementary Teachers - Methods and materials in health education and physical education appropriate for children.	

### **On-the-Job-Learning (OJL) Work Process for Cedar Falls Community School District**

Occupation: K-12 Teacher

Adapted from: O\*NET-SOC CODE: 25-3099.00

RAPIDS CODE: 3024CB

In accordance with Registered Apprenticeship programs, all apprentices must be “proficient in task” before completing the apprenticeship in each of the following competencies based on the categories of Professionalism, Environment, Planning and Instruction. These competencies will be completed during an estimated 2400 hours of On-the-Job Learning (OJL), which is calculated at 37.5 hours per week, 16 weeks per semester, two semesters per year, over two years. The ratings for these categories must be completed and signed off under the supervision of a Multi-Classroom Leader (MCL), which is P-6 school-based mentor that works especially with the appendices within the school district to ensure that competencies are met:

#### ***Professionalism:***

- Within the first week of school, request a meeting with your building level supervisor and mentor teacher to introduce yourself and review school expectations.
- Follow the schedule provided for daily routines, including assigned duties and meetings.

- Utilize email to officially and professionally respond to all communication from colleagues (principal, MCL, other teachers, college professors, and staff) within 24-48 hours.
- Utilize FERPA guidelines to ensure proper handling of student information.
- Follow the policies and procedures as outlined at <https://policies.uni.edu/> as well as associated CFCSD policies and procedures governing paraeducators, and BOEE Code of Professional Ethics.
- Follow expectations for the daily use of time-keeping software.
- Follow expectations for the use of the substitute request system as needed.

***Environment:***

- Support the teacher in reinforcing the rules and procedures for student learning and behavior in the classroom.
- Follow teacher guidance to identify instructional roles throughout lessons and activities.
- Communicate with students using positive, professional, and compassionate language and tone.
- Review an individualized behavior intervention plan (formal or informal), assist the teacher in collecting student data, and reflect with MCL on next steps.
- Collaborate weekly with MCL to determine instructional roles; reflect on implementation of roles before setting roles for the next week.
- In conjunction with MCL, identify a student in need of an individualized behavior intervention plan, collaborate to establish and communicate expectations of the plan, collect student data, and reflect with MCL on next steps.

***Planning:***

- Review and make notes on curriculum documents prior to collaboration (i.e. unit starters, standards, lesson plans, etc.).
- Attend and bring required materials to grade level collaboration and staff development.
- Document conversations with MCL (outside of grade level collaborative planning) describing weekly responsibilities for roles within the classroom.
- Meet with SPED staff to review an IEP for at least one student in your class/grade level prior to attending an IEP meeting each nine weeks.
- Observe each of the following Special Education offerings within your school at least one time during the school year: skills-based intervention, speech and language, and extended resources.
- Prepare lesson materials (i.e. make copies, gather materials, set up learning stations, etc.)
- Utilize backwards design: Review and make notes on district and school assessments prior to common planning for a unit.
- Review the IEP of each student in your class/grade level within the first nine weeks of school; discuss the use of the at-a-glance reports with the MCL.
- Observe an eligibility meeting and the follow-up IEP meeting for that same student.
- Create one school-level assessment per semester and collaborate with the MCL to ensure standard alignment before sharing with the grade level team during common planning.
- Work with MCL to collect data related to the goals of the IEP of at least one student and determine the effectiveness of the intervention.
- Follow a child who has been identified through multi-tiered systems of support (MTSS) through the process: consent to test through eligibility and possible IEP or 504's.

***Instruction:***

- Post daily clear learning targets.
- Introduce and deconstruct the clear target to the class.
- Effectively distribute materials to and collect materials from students.



- Replicate established transition routines when changing activities during the day.
- Reflect on teaching observations with MCL.
- When co-teaching, refer back to learning targets at appropriate times during instruction.
- Within district resources, choose the most effective materials to support the lesson objective, engage students, and provide opportunities for student to student interaction.
- Observe the time involved in transitions, distributing materials, and the structure between beginning, middle, and end of the lesson.
- Reflect on the unit of study instruction with MCL.
- Create all of the clear targets for one unit of instruction.
- Effectively refer back to clear targets throughout the entire lesson.
- Choose the most effective materials that are challenging, elicit a variety of thinking, and incorporate opportunities for blended learning.
- At a minimum of two times per nine weeks, the apprentice will facilitate instruction and receive feedback from MCL on time involved in transitions, distributing materials, and the structure between beginning, middle, and end of the lesson.
- The apprentice will receive feedback from MCL throughout the unit of study and make instructional adjustments based on feedback.

### **Additional Program Requirements and Timeline:**

Identified apprentices will complete their RTI and OJL requirements via UNI's *Purple Pathway for Paraeducators* (PPP) program. The PPP allows apprentices holding an AA or AS degree to complete a Bachelor of Arts degree that leads to recommendation for licensure for the K-Elementary (102) and K-8 Instructional Strategist I: Mild/Moderate Special Education (260) teaching endorsements. Apprentices will complete 80 credits from the University of Northern Iowa offered in ten 8-week segments (except for two 6-week week summer sessions) integrating class work with a paraeducator experience over a period of two years. Program requirements and timeline based on UNI and CFCSD responsibilities are as follows:

#### **UNI Responsibilities:**

- Provision for a two-year educational program (80 credit hours) for qualified apprentices whereupon completion will be recommended for licensure as an elementary teacher with a special education (Instructional Strategist I) endorsement.
  - Coursework will be delivered in 8-week educational segments with the exception of two 6-week summer sessions.
  - Classwork will consist of three hours of online synchronous classwork one night per week and a monthly six-hour online synchronous Saturday course.
  - Course assignments will focus on apprentices' job experience, which will occasionally require them to engage in experiences in classrooms where they are not regularly assigned. These irregular assignments will be made in consultation with the MCL and building administrator(s).
  - The last two 8-week sessions will encompass what is traditionally known as student teaching.
    - A member of the university faculty, or designee, will serve as the coordinator of the student teaching experience for the purpose of administering the PPP and supervising the apprentices in cooperation with the MCL(s) at CFCSD.

- Apprentices enrolled in the PPP shall be subject to the policies, rules and regulations of CFCSD, the Department of Teaching, University of Northern Iowa and the BOEE Professional Code of Ethics.
  - Evaluation of the apprentices shall be a shared responsibility. The UNI coordinator, the MCL, mentor teachers who host the student teaching experience, the apprentice, and others knowledgeable about the performance of the apprentice shall be involved. Evaluation is comprehensive, continuous, specific, and individualized.
  - Mid-term and final evaluation conferences are required of the apprentices' student teaching. The student teacher, UNI coordinator, MCL and mentor teachers shall participate. The mentor teacher and UNI coordinator shall collaborate in the preparation of the final evaluation for each student. However, the coordinator, as the designated UNI official, is responsible for the final evaluation. This evaluation is separate from the OJL Work Process, which shall be overseen by the MCL.
- Intentional Wrap Around Supports for the apprentices through the following:
  - An orientation program prior to the beginning of the first term will be provided for apprentices in the program to meet their faculty and each other, get an overview of the program, and work with the technology used during the course to support learning and assessment.
  - A dedicated enrollment contact and academic advisor will be assigned to each apprentice for support throughout the program through Online and Distance Education (ODE) and the College of Education Advising and Teacher Education Success (CATS) Office to serve as a resource for navigating university systems, processes, and services from inquiry through graduation.
  - A faculty point of contact throughout the program
  - Ongoing technology training and support
    - Blackboard learning management system – the platform for all coursework and assignments
    - GoReact – secure digital platform used to record field experiences
    - Anthology Portfolio – teacher education data management platform used to record field experience placements, administer surveys and evaluation forms.
- District Mentorship Assignment and Support
  - The identification, selection and continued use of qualified mentor teachers for student teaching, the CFCSD MCL and any additional apprentice supervisors deemed necessary shall be the joint responsibility of the UNI faculty and cooperating administrators at CFCSD.
  - Mentor teachers for student teaching, the MCL(s) and any additional apprentice supervisors deemed necessary will receive training at the beginning of the program for:
    - support needed for the PPP
    - critical aspects of mentoring
    - technology training with Blackboard, GoReact and Anthology Portfolio
  - Provision for follow-up training and discussion at the end of the first full year
  - Provision for up to 2 renewal credits for the CFCSD MCL, mentor teachers and additional apprentice supervisors deemed necessary for support of apprentices throughout the program (1 renewal credit/year).
  - The CFCSD MCL(s) will receive a \$600 stipend each year for a maximum of \$1200 of support. Mentor teachers for student teaching will receive stipends and renewal credit

equivalent to current UNI policies. Stipends will be funded by the University of Northern Iowa.

***CFCSD Responsibilities:***

- With consultation and agreement from UNI, assign one or more MCLs to provide on-the-ground support for the apprentices within the program.
  - An MCL could be a teacher leader/instructional coach in CFCSD, but it is not a requirement.
  - An MCL is recommended to be an instructor in a classroom outside of a classroom in which an apprentice is working, but it is not a requirement.
  - Commit to providing time for the MCL(s) to train and provide support to the apprentice, and to collaborate with UNI faculty.
- Assign at least two teachers to serve as mentor teachers for the 16 weeks of each apprentice's student teaching requirement. One teacher must have a general elementary license and the other must be either endorsed or licensed as a special educator teacher. One of these may or may not be the MCL assigned for program support.
- If there are multiple MCLs, identify the main point-of-contact between the UNI PPP for any and all apprentices at CFCSD.
- Support the apprentices in the PPP with:
  - Time during the workday to complete assignments that must be completed in a school setting. Assignments that do not need to be completed in a school setting should still be accomplished outside of work hours.
  - Provision for a robust internet connection. This can be provided through facilities within CFCSD, and should in no way be construed as a requirement to pay for home internet availability.
  - Access to a computer with a connected camera to record their field experiences and to attend on-line classes. This equipment shall be made available through resources within CFCSD, and should in no way be construed as a requirement to pay for a personal computer for the apprentice.
  - Ensure via consultation with UNI, the MCL(s) and building administrator(s) that apprentices can engage in field experiences in classrooms outside of the typical classrooms that apprentices are assigned to work. These temporary changes to apprentice work assignments will only occur when satisfaction of Iowa Department of Education and Board of Educational Examiners teacher preparation requirements cannot occur within apprentices' typical work assignments.
  - Apprentices should not be docked pay for participation in the PPP for completing classroom assignments and field experience during the work day (including student teaching). However, any time not spent during the work day is not compensatory. Therefore, time spent during Wednesday evening and Saturday coursework is not eligible for hourly pay since these hours fall outside of apprentices' work day.

**Agreement Regarding the Number of Candidates Entering the Program:**

UNI has agreed with CFCSD that CFCSD will identify 10 to 20 apprentices to participate in UNI's Purple Pathway for Paraeducators program.

**Communication of Expectations with the Candidates:**

The PPP is intended to be completed by apprentices within the two-year timeline of the TPRA Grant. Apprentices will receive communication about degree requirements and progress within the PPP through the following entities and personnel:

- UNI Admissions Office
- The Office of Online and Distance Education
- The College of Education Advising and Teacher Education Success (CATS) Office
- Assigned Advisors within the CATS Office
- The PPP Program Coordinator
- The CFCSD assigned MCL(s) and TPRA Grant Coordinator

Both CFCSD and UNI are committed to supporting apprentices with the supervision necessary for clinical experiences, assessments, and placements that meet the expectations that are required by Iowa Administrative Code for teacher education programs (see Education Code 281.79) and program requirements required by the Higher Learning Commission.